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ABSTRACT

This paper explains that today's teacher preparation programs must meet the needs of tomorrow's teachers. They must be practical, experiential, and effective, and must produce educators who practice personal reflection, ongoing professional development, and lifelong learning. The Professional Development School (PDS) model addresses these needs. The PDS paradigm incorporates the most positive and realistic aspects of teacher preparation into a semester-long, full-day experience. Student teachers are placed in classrooms of real K-12 students. They learn methods and strategies of teaching along with specific ideas for classroom management. The Teacher Preparation Academy at the University of Tennessee at Chattanooga has designed and implemented a PDS model which incorporates the demands of the federal No Child Left Behind mandate as well as the NCATE standards in the areas of candidate knowledge, skills, and dispositions; assessment system and unit evaluation; field experiences and clinical practices; and diversity. University faculty have adapted their courses and presented them to students in an integrated format which resembles the educational setting in which they will work after graduation. This close alignment between universities and school systems guarantees that the end product will be well-trained, knowledgeable educators prepared for the realities of the classroom. (SM)

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# NCATE, NCLB, and PDS: A Formula for Measuring Success

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**Dr. Sandy W. Watson**

**Mrs. Margha Davis**

**Prepared for:**
**The Maryland Professional Development School Network's Second National Professional Development School Conference**

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Abbreviated Vita
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Mrs. Margha Davis

A native of Michigan, Margha M. Davis received a BA in history from Vassar College and a MAT from Vanderbilt University. She taught for several years in Nashville and Chattanooga area schools prior to joining the staff at the University of Tennessee at Chattanooga. She has worked as an adjunct instructor supervising student teachers and, since 1998, has been the Field Placement Coordinator for the Teacher Preparation Academy at UTC working with the PDS I and PDS II (student teaching) programs. She served as the project director for the Higher Education Institutions Partnering with High Schools to Expand Work-based Learning (a School to Work program) from 1999-2002and as an advisory board member with UTC's Urban IMPACT. She also is a board member of the Arts and Education Council of Chattanooga and has been co-chair since 1999 of the School Residency Program for the organization's Southern Literature Conference.

Abbreviated Vita
Of
Dr. Valerie Copeland Rutledge

Dr. Valerie Copeland Rutledge is Director of the Teacher Education Program and a UC Foundation Professor at The University of Tennessee at Chattanooga. Her career in education spans over 25 years during which she has taught English, Latin, drama, and reading at all grade levels from sixth grade through college. Dr. Rutledge is involved with several Core Knowledge schools in the Hamilton County Tennessee and North Georgia areas. In addition, she and Dr. Lucien Ellington are co-directors of the Core Knowledge Regional Center recently established on the campus of UTC. Dr. Rutledge is a member of the Tennessee State Board of Education, president of the Tennessee Reading Association, president-elect of the Tennessee Council of Teachers of English, and director of the Tennessee Governor's School for Prospective Teachers.

Abbreviated Vitae
Of
Dr. Linda B. Smith

Dr. Linda Smith is currently an Assistant Professor and Acting Director of the Teacher Education Program at the University of Tennessee at Chattanooga (UTC). Her expertise is in the area of special education. She is part of the Professional Development School I (PDS) program at the middle and high school level. Dr. Smith is the faculty advisor for the Student Council for Exceptional Children UTC Chapter. She has formed several partnerships with agencies in the Chattanooga/Hamilton County area in the three years she has been at UTC.

Prior to coming to UTC she worked with the U.S. Department of Education through the Southeast Regional Resource Center at Auburn University, Auburn, Alabama. She served as the assistant director, which provided technical assistance to ten state departments of education. Dr. Smith has published in education journals and presented at national conferences on several issues.

Abbreviated Vita
Of
Dr. Sandy Watson

Dr. Sandy Watson, Assistant Professor of Science Education at the University of Tennessee at Chattanooga, has been teaching in the South East United States for over 15 years. Dr. Watson received her Bachelor's degree in Biology from Western Kentucky University, and both her Master's in Science Education and Doctorate in Curriculum Studies from Georgia Southern University. Most of her experience as a public school teacher has been in the high school setting as a teacher of biology and physical science. Currently, she works with pre-service and in-service teachers of all subjects in the Hamilton County school system in Chattanooga, Tennessee.

Dr. Watson is a member of the National Science Teacher's Association, the American Association of University Women, and the American Educational Research Association. She is the author of several articles published in refereed journals and has presented at numerous conferences across the United States and Canada.

**NCATE, NCLB, and PDS: A Formula for Measuring Success**

**Drs. Valerie Copeland Rutledge, Linda Smith, and Sandy Watson**
**The University of Tennessee at Chattanooga**
**Teacher Preparation Academy**

Recent research and the requirements of the federal No Child Left Behind (NCLB) mandate have brought a heightened awareness of the need for documentation of teacher effectiveness in relation to student performance. Although this has become a major component of teacher evaluation efforts, it must also be a focus of teacher education programs which attempt to assess the impact their pre-service majors have on those students with whom they come in contact. In addition, several NCATE standards clearly delineate areas which are best addressed and met through a sound, well-developed Professional Development School (PDS) program. These are: Standard 1: Candidate Knowledge, Skills, and Dispositions; Standard 2: Assessment System and Unit Evaluation; Standard 3: Field Experiences and Clinical Practices; and Standard 4: Diversity. With this in mind, the Teacher Preparation Academy at The University of Tennessee at Chattanooga has designed and implemented a PDS model which incorporates the NCATE requirements as well as the demands of NCLB.

Professional Development Schools are a relatively recent trend in preparing the education student for the realities of the K-12 classroom. One of the most important components of this experience is the opportunity for each student to learn firsthand about the education profession in a setting which closely mirrors the one in which s/he may eventually teach. The PDS paradigm incorporates the most positive and realistic aspects of teacher preparation into a semester-long, full-day experience. Students enroll as a cohort and become an extension of the faculty at the school to which they are assigned. This model places the student in a classroom of real students rather than requiring them to spend hours in a college classroom discussing the theoretical ideas of education.

Participants learn methods and strategies of teaching, along with specific ideas for classroom management, which they then put into practice in their daily interactions in the K-12 classroom. PDS offers students the chance to gain experience by working with young people who are in their own schools in a real, working classroom setting.

NCATE Standard 3 (Field Experiences and Clinical Practice) establishes a target goal which ideally demonstrates that "The school and unit share and integrate resources and expertise to support candidates' learning in field experiences and clinical practice." This same standard further notes that ". . . unit and school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework(s) and the school program; they each participate in the unit's and the school partners' professional development activities and instructional programs (and) jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience" (http://www.ncate.org/standard/m_stds.htm) NCLB clearly supports and expands these ideas and recognizes the importance of well-prepared teachers. A necessary piece of this preparation is an in-depth understanding of the profession, the students, and the subject matter to be taught. Therefore, the PDS model offers pre-service educators training which is imbedded in the setting where they will ultimately work – the K-12 classroom.

This approach to teacher preparation is in response to the challenge to develop educators who are better prepared, who have a clearer understanding of the difficulties and realities of the classroom, and who can reflect upon their own performance and identify areas of needed change and improvement. Arthur Wise (Kappan, November 1996) notes that this "continuum of teacher preparation and development represents a new collaboration on the education scene" (p. 192.) If university faculty hope to produce a "highly qualified" group of educators for the next generation,

they must recognize that programs and experiences must meet the needs of college students and those they will teach.

As the UTC Professional Development School has evolved, it has undergone changes and improvements which reflect the impact of NCATE, NCLB and other legislative and educational imperatives, as well as the unique needs of each PDS site. The faculty of the university have adapted their courses and present them to their students in an integrated format which more closely resembles the educational setting in which they will be employed after graduation. As college students gain a better understand of the true nature of the education profession, they also learn about interdisciplinary teaching, inclusion settings, and other relevant topics, especially cutting edge ideas related to curriculum and instruction. The students in the PDS programs represent a range of preparation programs (PreK-4, middle grades, secondary, and exceptional education.) This affords education majors the chance to learn about other areas and levels of licensure through discussion and participation in classroom activities and assignments which require sharing of ideas and different perspectives. Arbitrary divisions which formerly existed between and among these programs have been significantly reduced and the level of understanding of other programs has been dramatically improved. The overall result is an increased awareness of how each level of education (elementary, middle, and secondary) is responsible for and related to other levels both before and after. The seamless nature of education becomes more apparent, and the accountability aspect of the classroom teacher's job becomes evident to college students.

The Professional Development School semester also provides other intangible benefits to participants. Graduates who have completed this experience develop a network of contacts not only with their classmates, but also with the teachers and administrators in the schools to which they were assigned. They have faced the realities of a total school program and have learned about the day-to-

day responsibilities which demand a teacher's time but are not directly related to classroom instruction. Total immersion in the program of a school gives college education majors a realistic understanding of the culture of the school and the advantages and disadvantages of being an educator.

Faculty in teacher preparation programs have found it increasingly necessary to fine tune the assessment process. This responsibility goes beyond merely evaluating a student's academic performance and involves following that individual into the workplace to determine teacher effectiveness. This is in line with another important NCATE standard which is most efficiently and effectively met through the PDS program: "an assessment system that collects and analyzes data on the applicant's qualification, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs" (http://www.ncate.org/standard/m_stds.htm.) This same goal appears in slightly different terms in the NCLB directive that "In short, for the first time in federal education policy, schools, districts and states will be able to use high-quality information for data-driven reforms so that we can improve public education for every child" (http://www.nclb.gov/start/facts/improvementlists.html.) These two standards are most readily met through a PDS program. This accountability requirement demands that educators both understand and apply knowledge to improve instruction. Although this feat that is daunting, it can be accomplished by individuals who have had the opportunity to utilize this information under the guidance and direction of a practicing professional who demonstrates how this may be achieved.

The PDS partnership, a special relationship which exists between a K-12 school and a teacher training institution, promotes shared responsibility and accountability for the teacher preparation, professional development, and student learning. This synergistic relationship results in benefits for all which are superior to those possible when institutions or organizations act

individually. Teacher preparation must address teacher quality as well as teacher effectiveness. A close alignment between the programs of a university and those of a school system guarantees that the end product will be a well-trained, knowledgeable educator who is prepared for the numerous challenges s/he will face. In addition, the PDS experience narrows the gap between research and practice and creates an atmosphere of mutual support for identifying, nurturing, and developing members of the learning community who recognize the importance of their roles in preparing the K-12 students of today for the world of tomorrow.

## Conclusion

Today's teacher preparation programs must meet the needs of tomorrow's educators. They must be practical, experiential, and effective. In addition, they must produce educators who practice personal reflection, on-going professional development, and lifelong learning. Linda Darling-Hammond (Kappan, November 1996) identified the most immediate needs in her recommendations for the improvement of teacher preparation:

1. Get serious about standards for both students and teacher.
2. Reinvent teacher preparation and professional development.
3. Overhaul teacher recruitment and put qualified teachers in every classroom.
4. Encourage and reward knowledge and skill.
5. Create schools that are organized for student and teacher success (pp. 196-98.)

The PDS directly addresses recommendations 2 and 3 and moves toward meeting the other suggestions through restructuring the preparation activities and experiences of education majors. A program which involves all levels of education from PreK through college insures a smoother transition and a stronger connection which will ultimately provide a better educational system for all. The NCLB legislation suggests that "Supporting teachers means giving them the very best tools—

the best research-based lessons and materials and the best training—to ensure that no child is left behind" (http://www.nclb.gov/start/facts/teachers.html.) Pre-service educators involved in a PDS program recognize the value of these tools which allow them to enter their classrooms as practicing professionals with a better understanding and more hands-on training than ever before. Furthermore, the NCLB solution to the challenge of guaranteeing a student's success and addressing the solution by providing " a well-prepared teacher in every classroom by 2005" will best be met through the PDS model of teacher preparation (http://www.nclb.gov/start/facts/teachers.html.)

## References

Darling-Hammond, Linda. What Matters Most. Kappan. November, 1996, pp. 193-200.

National Council for Accreditation of Teacher Education. http://www.ncatc.org/standard/m_stds.htm

No Child Left Behind. http://www.nclb.gov/start/facts/teachers.html.)

Wise, Arthur E. Building A System of Quality Assurance for the Teaching Profession. Kappan. November, 1996, pp. 191-92.

**Appendix A**

NCATE Unit Standards (2002 Edition)

http://www.ncate.org/2000/unit_stnds_2002.pdf

**Standards**

## Conceptual Framework

The conceptual framework(s) establishes the shared vision for a unit's efforts in preparing educators to work effectively in P–12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

## I.CANDIDATE PERFORMANCE

**Standard 1:** *Candidate Knowledge, Skills, and Dispositions*

Candidates [1] preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students [2] learn. Assessments indicate that candidates meet professional, state, and institutional [3] standards.

**Standard 2:** *Assessment System and Unit Evaluation*

The unit has an assessment system that collects and analyzes data on the applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

## II.UNIT CAPACITY

**Standard 3:** *Field Experiences and Clinical Practice*

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school personnel develop and demonstrate the knowledge, skills, and dispositions necessary to help all students learn.

**Standard 4:** *Diversity*

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These

experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P–12 schools.

**Standard 5:** *Faculty Qualifications, Performance, and Development*

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

**Standard 6:** *Unit Governance and Resources*

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

**Appexdix B**

No Child Left Behind: A Desktop Reference

http://www.ed.gov/offices/OESE/reference.html

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  - William F. Goodling Even Start Family Literacy Program (I-B-3)
  - Improving Literacy through School Libraries (I-B-4)
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  - Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk (I-D)
  - National Assessment of Title I, Title 1 Evaluation and Demonstrations (I-E-1501-1503)
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  - McKinney-Vento Homeless Education Assistance Improvements, (X, Part C)

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